

Room 5 Homework 27-3-09

Spelling

This week, we want you to practice spelling numbers.

1. Have an adult test you on these numbers. If there are any numbers you need to practice spelling, practice them. Learn the numbers under ten first, then ten to twenty, then beyond.
2. If you know how to spell these numbers then have someone dictate 3 numbers for you to write in words each day. For example— 35 or 691. Write then numbers in words.

one	eleven	thirty
two	twelve	forty
three	thirteen	fifty
four	fourteen	sixty
five	fifteen	seventy
six	sixteen	eighty
seven	seventeen	ninety
eight	eighteen	hundred
nine	nineteen	thousand
ten	twenty	

The Room 5 Mathletics Challenge

Every week at assembly, the children who earn a bronze certificate the previous week on mathletics are congratulated by the school.

In this current week (ending on Sunday) we will have the most children our class has had earn bronze certificates.

For next week (starting on Monday) we have set a challenge—can we ALL get a bronze certificate and be the first whole class to be congratulated... We will work hard at school, if you can at home, that would be fantastic!

You Can Do It! Be Resilient.

We develop our resilience in those times when something bad or difficult happens and we have to become 'strong on the inside'.

Parents, I found an excellent reading about resilience and have included it in the sheets to go home this week.

You know your child—read it and think about how you could help grow their resilience over the next few weeks and beyond.

If you are planning your holidays and know there is an opportunity to develop confidence in risktaking, being independent, or even just being able to 'stand it' I would encourage you to teach it.

Last year when we first started implementing this in class we saw some significant attitude changes in children when facing difficulties with work or behaviour by specifically teaching about what you can say in your head, and by stating that behaviour was an example of showing resilience and getting stronger on the inside.

A NOTE TO PARENTS

This is our last homework sheet this term. Thank you for supporting the children as they practice the discipline of spending some time after school on homework while practicing their learning.

I am aware there was a mistake in last week's homework sheet. Though I do mean to be accurate, this will happen on occasion. In such cases as this occurring can you please make the correction in order to allow your child to complete the work successfully I would really appreciate it.

As we mentioned in the Term 1 newsletter, if ever you think an adjustment needs to be made to the sheet to make it more appropriate to your child's learning needs, please take the initiative. Though I try to ensure content is appropriate, homework sheets will not always work as a 'one size fits all'.

Both Candy and I had an all-day planning meeting last week. As a result we have made a new plan for learning spelling in homework and class next term. It will mean spelling words will be more personalised for each child. We will inform you of this next term.

Parent Help Request

We are still looking for offers of help for the following dates.

- Monday 6th, 1.30-3pm, for craft making and typing, and/or
- Tuesday 7th, 11-12.30pm, assembly of models and presentations

If you are able to help, please email Candy or myself, or send a note along in your child's homework book.

Kind regards,

Lynley Jobe

lynley.job@hinuera.school.nz
candy.hollier@hinuera.school.nz

YOU CAN DO IT! PARENT INFORMATION SHEET

As I was researching the You Can Do It! activity I came across an article discussing the teaching of the 5 foundations of the YCDI! programme we teach. The idea of teaching children what it is to be resilient has grown through a body of research over recent years. I think that this information is excellent and I would encourage you to read it and think about how it could apply some of this for the benefit of your child's development

Lynley Jobe

Resilience means knowing how to stay calm and being able to stop yourself from getting extremely angry, down, or worried when something "bad" happens. It means being able to calm down and feel better when you get very upset. It also means being able to control your behaviour when you are very upset so that you bounce back from difficulty and return to work or play.

Examples of Resilience:

- when someone treats you unfairly, inconsiderately, or disrespectfully, you can stop yourself from getting too angry and lashing out
- when you make mistakes, do not understand something, get a bad school report, or are teased or ignored, you can stop yourself from getting very down and withdrawing
- when you have an important test or activity to perform, you can stop yourself from getting extremely worried
- when you want to meet someone new, you can stop yourself from getting extremely worried
- when someone is putting pressure on you to do the wrong thing, you can stop yourself from getting extremely worried about what that person will think if you stand up and say "no"

Resilience Skills to Strengthen Resilience

- Finding something fun to do
- Finding someone to talk to
- Relaxation
- Exercise
- Being assertive
- Changing negative to positive self-talk
- Not blowing things out of proportion
- Figuring out how to solve the problem

Rational Ways to Think to Increase Resilience

- "It's Not as Bad as You Think It Is" thinking – for example, "It's not the worst thing that could happen to me."
- "I Can Stand It" thinking – for example, "I don't like it, but I can stand it."
- "Accepting Myself" thinking – for example, "When I make mistakes or people don't want to be around me, I know that I am not a loser. I am still me, capable and likeable."
- "Taking Risks" thinking – for example, "It's OK to make mistakes when learning new things."
- "Being Independent" thinking – for example, "I don't care that much what people think of me. It's important to do what I want and to be me."
- "I Can Do It" thinking – for example, "I'm more likely to be successful than to fail."
- "Being Tolerant of Others" thinking – for example, "When people do the wrong thing or when they are different from me in custom or appearance, I do not condemn them as being bad or inferior."
- "Working Tough" thinking – for example, "To achieve success, everyone has to do things they do not feel like doing."

Reference:

http://www.youcandoit.com.au/Assets/Files/What_is_You_Can_Do_It_Education.pdf